DOCUMENT RESUME

ED 372 623 FL 022 316

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TITLE Transitional Intervention Program (Project TIP). Community School District 10. Final Evaluation Report, 1992-93. OER Report.
INSTITUTION New York City Board of Education, Brooklyn, NY. Office of Educational Research.
PUB DATE 13 Sep 93
CONTRACT T003A10021
NOTE 38p.
AVAILABLE FROM Office of Educational Research, Board of Education of the City of New York, 110 Livingston Street, Room 732, Brooklyn, NY 11201.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Achievement; Bilingual Education; *Bilingual Education Programs; Curriculum Development; Elementary Education; English (Second Language); Instructional Materials; Limited English Speaking; Native Language Instruction; Parent Participation; Program Descriptions; *Program Effectiveness; *Program Evaluation; Questionnaires; Second Language Instruction; Staff Development; *Transitional Programs
IDENTIFIERS New York City Board of Education; *Project TIP NY

ABSTRACT

This report presents an evaluation of the Transitional Intervention Program (Project TIP), an Elementary and Secondary Education Act Title VII-funded project in its second year of operation at Public Schools 33 and 85 in the Bronx, New York. The project served a total of 383 students of limited English proficiency in grades one through five. Participating students received instruction in English as a Second Language (ESL), native language arts (NLA), and the content areas of mathematics and science. The project also included staff development activities, education classes and workshops for parents, and opportunities for teachers and educational assistants to enroll in university-level courses in bilingual and ESL education. An evaluation of Project TIP found that it partially met its objectives for student self-concept improvement and parental involvement. It did not meet its objectives for ESL, NLA, staff development, and the content areas of science and mathematics. Recommendations on program improvement are included. Three appendixes contain a list of instructional materials used, class schedules, and a parent survey questionnaire in English and Spanish versions. (MDM)

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ED 372 623

OER Report

Transitional Intervention Program
(Project TIP)
Community School District 10
Transitional Bilingual Education Grant T003A10021
FINAL EVALUATION REPORT
1992-93

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Transitional Intervention Program
(Project TIP)
Community School District 10
Transitional Bilingual Education Grant T003A10021
FINAL EVALUATION REPORT
1992-93

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EXECUTIVE SUMMARY

The Transitional Intervention Program (Project TIP), an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project, was in its second year of operation in 1992-93. The project functioned at P.S. 33 and P.S. 85 in Community School District 10 in the Bronx. (P.S. 33 was substituted for P.S. 261, which was shut down at the end of the previous year.) The project served 383 students of limited English proficiency (LEP) in grades one to five, an increase of 87 students over the previous year.

Participating students received instruction in English as a second language (E.S.L.), native language arts (N.L.A.), and bilingual instruction in the content areas of mathematics and science.

The project provided staff development activities to acquaint teachers and other staff with new instructional techniques and changes in curriculum and language development programs. Teachers and educational assistants were offered the opportunity to enroll in university level courses in bilingual and E.S.L. education.

Project TIP organized a variety of activities for parents which included E.S.L. classes, educational field trips, and workshops involving students as well as parents.

Project TIP partially met its objectives for self-concept and parental involvement--the project did not provide the necessary data to fully evaluate the latter. It did not meet its objectives for E.S.L., N.L.A., the content area subjects of science and mathematics, and staff development.

Project TIP was successful at developing the individual talents of students. Project students in the fifth grade at P.S. 33 completed three works of art depicting the Incas of Peru. These works were selected for inclusion in the 6th Annual Juried Art and Essay Exhibition at the National Museum of the American Indian of the Smithsonian Institution.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Provide the data necessary for OREA to fully evaluate all objectives.
- Explore additional techniques to increase students' acquisition of skills in English, Spanish, science, and mathematics. Consider expanding the peer tutoring and after-school enrichment programs.
- Provide additional activities to improve the self-confidence and self-esteem of project students.
- Encourage staff to enroll in graduate courses.

ACKNOWLEDGEMENTS

This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Educational Research. Thanks are due to Mr. John Choonoo for collecting the data and writing the report.

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TABLE OF CONTENTS

		PAGE
I.	INTRODUCTION	1
	Project Context	1
	Student Characteristics	2
	Project Objectives	4
	Project Implementation	5
	Parent and Community Involvement Activities	8
II.	EVALUATION METHODOLOGY	10
	Evaluation Design	10
	Instruments of Measurement	11
	Data Collection and Analysis	12
III.	FINDINGS	14
	Participants' Educational Progress	14
	Former Participants' Progress in English Language Classrooms	20
	Overall Educational Progress Achieved Through Project	20
	Case History	21
	Staff Development Outcomes	21
	Parental Involvement Outcomes	22
IV.	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	23
	Achievement of Objectives	23
	Most and Least Effective Components	23
	Recommendations to Enhance Project Effectiveness	24
APPENDIX A	Instructional Materials	25
APPENDIX B	Class Schedule	26
APPENDIX C	Likert Scales	27

LIST OF TABLES

		PAGE
TABLE 1	Number of Students in Project TIP, by Grade	2
TABLE 2	Students' Countries of Origin	3
TABLE 3	Qualifications of Other Staff Serving Project Students	7
TABLE 4	Pretest/Posttest N.C.E. Differences on the Language Assessment Battery, by Site	16
TABLE 5	Pretest/Posttest N.C.E. Differences on El Examen de Lectura en Español (ELE), by Site and Grade	18

I. INTRODUCTION

The Transitional Intervention Program (Project TIP) was in its second year of funding as an Elementary and Secondary Education Act (E.S.E.A.) Title VII project.

PROJECT CONTEXT

The project operated at P.S. 33 and P.S. 85 in Community School District (C.S.D.) 10 in the Bronx. (P.S. 33 replaced P.S. 261, which was closed down.) The district has more than 35,000 students in kindergarten through grade nine and the second largest number of limited English proficient (LEP) students (9,683) among New York City's C.S.D.s. Latino students made up the majority of students (65 percent), followed by African-American students (30 percent); the remaining student population (5 percent) consisted of Asian-American and European-American students. A majority of the students (84 percent) came from low-income families, as evidenced by their eligibility for the free-lunch program.

The composition of the student bodies at the project sites was roughly similar to that of the district. Of the 842 students who attended P.S. 33, 72 percent were Latino and 23 percent were African-American. The remainder were Asian- or European-American. Thirty-two percent (264) were LEP. Of 1,537 students at P.S. 85, 59 percent were Latino, 35 percent African-American, and 5 percent Asian- or European-American*. Almost 28 percent (424) of these students were LEP.

P.S. 33 is housed in an old building (constructed in 1899), and despite the low rating it received on the 1991-92 Board of Education School Profile Report for overall

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*Percentages do not add up to 100 due to rounding

appearance, a visit to the school by an OREA consultant found the interior to be clean and attractive. Students' work was on display, along with maps and charts in English and Spanish and bulletin boards in the halls were colorful and appropriate to the season. P.S. 85 was constructed in 1933, and reflected the high rating it received on its overall appearance in the Board of Education School Profile Report.

STUDENT CHARACTERISTICS

Project TIP served a total of 383 students in grades one through five. (See Table 1.) The program selected students who scored at or below the 40th percentile on the English Language Assessment Battery (LAB) and were thus characterized as of limited English proficiency (LEP). Male students numbered 195 (50.9 percent) and female 188 (49.1 percent).

TABLE 1

Number of Students in Project TIP, by Grade

Site	1	2	3	4	5	Total
P.S. 33	45	43	40	33	23	184
P.S. 85	31	43	53	34	38	199
	76	86	93	67	61	383

Forty-two percent of participating students came from families which had recently immigrated from Puerto Rico, the Dominican Republic, Mexico, and other Spanish-speaking countries. (See Table 2 for students' countries of origin.) All students had Spanish as their native language. Ninety-five percent of the participants

came from low-income households and lived in run-down neighborhoods. These students lacked basic literacy skills in English and in Spanish.

TABLE 2

Students' Countries of Origin

Country	Number of Students
United States	223
Dominican Republic	106
Puerto Rico	23
Mexico	18
Honduras	5
Ecuador	3
Nicaragua	3
Venezuela	2
Total	383

Needs Assessment

Before instituting this project, C.S.D. 10 conducted an exhaustive needs assessment of the targeted LEP students at the two sites, their families, and the educational staff who were to serve them. The data obtained from this assessment indicated three primary needs: (1) to provide instruction in English as a second language (E.S.L) and native language literacy skills to students who were at risk of dropping out of school; (2) to offer staff development activities for teachers and paraprofessionals; and 3) to provide parents of LEP students with E.S.L. instruction.

PROJECT OBJECTIVES

Student Objectives

- By the end of the second project year, 70 percent of the LEP students participating in the project will demonstrate increased proficiency in English language as shown by increased pre and post scores on the Language Assessment Battery.

- By the end of the second project year, 70 percent of LEP students participating in the project will demonstrate increased proficiency in native language skills as measured by pretest/posttest gains on El Examen de Lectura en Español (ELE).

- By the end of the second project year, 70 percent of participating students will demonstrate improvement in mathematics and science as measured by final course grades.

- By the end of the second project year, 70 percent of participating students will demonstrate a gain in self-concept as measured by a self-concept questionnaire.

Staff Development Objective

- By the end of the second year, 65 percent of the teachers participating in the project will enroll and obtain credits toward a master's degree in bilingual education/E.S.L. at an institute of higher education as assessed by college transcripts.

Parental Involvement Objective

- By the end of the second year, 70 percent of the parents of LEP students participating in the project will increase their knowledge in areas covered in the parent training workshops as measured by a checklist and questionnaire developed by project and district staff.

PROJECT IMPLEMENTATION

During the 1992-93 school year, Project TIP provided instructional and support services to 383 Spanish-speaking LEP students and their parents.

To meet its instructional goals, the project used bilingual instructional methodologies and made use of computers at each site to improve English and native language skills.

Project TIP offered teachers and educational assistants the opportunity to enroll in university-level courses in bilingual and E.S.L. education. Staff development was designed to acquaint teachers and other staff with new instructional techniques and changes in curriculum and language development programs.

The project provided activities to foster awareness of students' own and other cultures, and to enhance students' self-esteem. It offered activities to increase parental involvement in school and community activities.

Materials, Methods, and Techniques

Project TIP offered E.S.L. and native language arts (N.L.A.) at beginning, intermediate, and advanced levels at P.S. 85 and at literacy to advanced levels at P.S. 33. Teachers used a variety of strategies for E.S.L. instruction, including a language experience approach which involved learning English by relating personal experiences, and a whole language approach, which emphasized role-playing. All N.L.A. classes used a whole language approach. The content areas of science, social studies, and mathematics were taught in Spanish four periods per week and in English supplemented by Spanish and/or using an E.S.L. approach one period a week. Computer classes were held in English supplemented by Spanish four periods

a week and in English using an E.S.L. methodology one period a week. In addition, all content area classes used the cognitive academic language learning approach (CALLA).

For a list of instructional materials used in the project, please see Appendix A.

Capacity Building.

Next year, its third, the project plans to have 50 percent of the cost of its language development specialists funded by local tax-levy funds. Tax-levy funds will also cover additional supplies and services required by the project.

Staff Qualifications

Title VII staff. The project's Title VII staff consisted of two language development specialists. Both specialists held an M.S. degree and were teaching proficient* in Spanish.

The language development specialists had more than six years of experience in education. They assisted classroom teachers in the development and implementation of instructional activities, provided in-service activities and training to parents and teachers of participating students, and selected instructional material.

Other staff. Tax-levy funds paid the salaries of nine classroom teachers at P.S. 33 and eight teachers at P.S. 85. For degrees and certifications, as well as language proficiency, please see Table 3. All teachers met the appropriate New York State certification requirements for their respective areas of instruction.

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*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects.

TABLE 3

Qualifications of Other Staff Serving Project Students

Position Title	Degree	Certificate(s) Licenses	Language Competence
Teacher (17)	B.A. 10 M.S. 5 M.A. 2	Common Branches Bilingual Education 15 P.P.T. Common Branches Bilingual Education 1 E.S.L. 1	Spanish (TP) 17

Staff development. Although Project TIP offered tuition assistance toward graduate-level courses in bilingual education, only one teacher, at P.S. 85, took advantage of this offer. Teachers participated in a series of monthly and weekly activities sponsored by the bilingual district office. Topics covered included classroom management, strategies for administering the Cloze reading test, E.S.L. for classroom teachers of LEP students, and integrating reading in bilingual classes. Teachers who were helping students prepare for the Degrees of Reading Power (D.R.P.) test attended workshops on whole language activities.

Instructional Time Spent on Particular Tasks

See Appendix B for a sample class schedule.

Length of Time Participants Received Instruction

Students had a mean of 0.3 years (s.d.=0.8) of education in a non-English-speaking school system and 2.4 years (s.d.=1.8) of education in the United States. The median time for participation in Project TIP was 12.3 months.

Activities to Improve Pre-referral Evaluation Procedures for Exceptional Students

Students who were having difficulty in classes received instruction in an after-school enrichment program and were provided with materials appropriate to their ability levels.

Teachers referred those students thought to be in need of special education services and students that might benefit from gifted and talented programs to the School-Based Support Team (S.B.S.T.) for evaluation. At both sites, the school psychologist, the educational evaluator, the social worker, speech teacher, and resource room teacher were fluent in Spanish and familiar with Spanish language assessment instruments.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

The project sponsored a wide variety of parental and community involvement activities that included weekly workshops, E.S.L. classes, field trips, and craft instruction. Topics at workshops included how to help children develop speaking, reading, writing and mathematics skills.

During the year under review, students at P.S. 33 and their parents went on field trips to the Hall of Science (60 students, 10 parents), the Planetarium (50 students, 10 parents), and the American Museum of Natural History (58 students, 10 parents).

The parents and students at P.S.85 went to the Hall of Science (60 students, 5 parents), the American Museum of Natural History (59 students, 4 parents), Naturemax (60 students, 2 parents), the Intrepid Air-Sea-Space Museum (32 students, 3 parents), the circus (30 students, 4 parents), Bronx Zoo (199 students, 8 parents), and Flushing Meadow Park (138 students, 10 parents).

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Project Group's Educational Progress as Compared to That of an Appropriate Non-Project Group

OREA used a gap reduction design to evaluate the effect of language instruction on project students' performance on standardized tests. Because of the difficulty in finding a valid comparison group, OREA used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no pretest data on students who entered the program late; therefore, posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB, El Examen de Lectura en Español (ELE), are used throughout New York City to assess the growth of English and Spanish in populations similar to those served by Project TIP.

INSTRUMENTS OF MEASUREMENT

OREA compared pre- and posttest scores on the LAB to assess the E.S.L. objective and the ELE to assess the N.L.A. objective. The content area objective in mathematics and science was assessed through course grades, as specified.

All students were tested at the appropriate grade level. The language of the LAB and ELE was determined by the test itself.

According to the publishers' test manuals, all standardized tests used to gauge project students' progress are valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is confirmed by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To support reliability, the Kuder-Richardson Formula 20 (KR20) coefficients and standard errors of measurement (SEM) are reported by grade and by form for each subtest and total test. Grade reliability coefficients, based on the performance of LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

The ELE was prepared by New York City educators who were native speakers of Spanish and represented several Latino linguistic and cultural groups. The ELE was administered in two forms to all New York City students who were receiving language arts instruction in Spanish. For form 1, the grade reliability coefficients ranged from .94 to .96. Comparable data for form 2 will be generated as soon as possible after its administration in the spring of 1993. Items on the test were grade-

specific. Construct validity is evidenced by grade-to-grade decreases in item difficulty within level. This characteristic reflects the acquisition of increased amounts of the underlying construct (reading proficiency) as students progress through the grades.

To assess the growth of self-concept, the project used The Piers Harris Children's Self Concept Scale (The Way I Feel About Myself).

In order to assess the parental involvement objective, OREA developed and used a Likert-type questionnaire (see Appendix C).

DATA COLLECTION AND ANALYSIS

Data Collection

To gather qualitative data, an OREA evaluation consultant carried out on-site and telephone interviews with the project director several times during the school year and also observed two classes on each of two visits. The project evaluator collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper Administration of Instruments

Qualified personnel received training in testing procedures and administered the tests. Test administrators followed guidelines set forth in the manuals accompanying standardized tests. Time limits for subtests were adhered to; directions were given exactly as presented in the manual.

Testing at Twelve-Month Intervals

Standardized tests were given at 12-month intervals, following published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OREA. Data collectors, processors, and analysts were unbiased and had no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data.

To assess the significance of students' achievement in English and Spanish, OREA computed a correlated *t*-test on the LAB and ELE N.C.E. scores. The *t*-test determined whether the difference between the pre- and posttest scores was significantly greater than would be expected from chance variation alone.

The only possible threat to the validity of any of the above instruments might be that LAB norms were based on the performance of English Proficient (EP) rather than LEP students. Since OREA was examining gains, however, this threat was inconsequential—the choice of norming groups should not affect the existence of gains.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

Project TIP carried out all instructional activities specified in its original design, conducted staff training sessions at the district office and school sites, organized workshops and E.S.L. classes for parents, and purchased instructional materials for E.S.L., N.L.A., and the content areas of science and mathematics.

LEP Participants' Progress in English

Of the 85 students enrolled in E.S.L. classes at P.S. 33, 23 students were at the literacy level, 55 were at the intermediate level, and 7 were at the advanced level. They received 10 hours of instruction per week.

Of the 162 students enrolled in E.S.L. classes at P.S. 85, 132 students were at the beginning level, 25 were at the intermediate level, and 5 were at the advanced level. Students at all levels received 10 hours of instruction per week.

The OREA evaluation consultant had the opportunity to visit a first grade reading class at P.S. 33 and a second grade E.S.L. class at P.S. 85. The first grade classroom at P.S. 33 was well-equipped, and children's writing and art was on display. The classroom had areas for art, blocks, housekeeping, drama, science, and a library. A paraprofessional was present to assist the teacher in preparing materials for use in the various centers and to provide individual attention to the children. The lesson began with the children rehearsing a song in Spanish in preparation for Mother's Day. The teacher read a story to the children to complete the lesson.

The classroom at P.S. 85 was well equipped, with materials appropriate for the children's age groups and grade levels. The teacher used a content-based instructional method to teach English skills in a science class. Children were requested to bring in seeds for a lesson on plants, fruit, and vegetables. Although the lesson was conducted in English, the teacher used Spanish to facilitate understanding of concepts. The children communicated with each other in both Spanish and English and were actively involved in the lesson. They asked numerous questions and volunteered responses to questions posed by the teacher.

The evaluation objective for English development was:

- By the end of the second project year, 70 percent of the LEP students participating in the project will demonstrate increased proficiency in English language as shown by increased pre and post scores on the Language Assessment Battery.

There were complete pre- and posttest scores on the LAB for 330 students from grades one through five. (See Table 4.) The mean gain of 4.0 N.C.E.s (s.d.=12.2) was statistically significant ($p<.05$), but only 49.7 percent of the students showed gains. Last year, 48.8 percent of the students showed a gain.

The project did not meet its E.S.L. objective, as was also the case in the previous year.

TABLE 4
Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery, by Site

School	Number of Students	Pretest		Posttest		Difference		*t* value
		Mean	S.D.	Mean	S.D.	Mean	S.D.	
P.S. 33	163	12.9	12.8	19.5	17.1	6.5	13.1	6.37*
P.S. 85	167	14.9	11.3	16.4	13.7	1.6	10.8	1.87
Total	330	13.9	12.1	17.9	15.5	4.0	12.2	5.98*

*$p < .05$

- Gains on the LAB were statistically significant at P.S. 33 and overall.

LEP Participants' Progress in Native Language

Of the 148 students enrolled in N.L.A. classes at P.S. 33, 11 were at the literacy level, 41 were at the beginning level, 46 students were at the intermediate level, and 50 were at the advanced level. Of the 162 students enrolled in N.L.A. classes at P.S. 85, 120 were at the beginning level, 12 were at the intermediate level, and 30 were at the advanced level. All students at both sites received five hours of N.L.A. instruction per week.

The evaluation objective for native language development was:

- By the end of the second project year, 70 percent of LEP students participating in the project will demonstrate increased proficiency in native language skills as measured by pretest/posttest gains on El Examen de Lectura en Español (ELE).

The project provided OREA with complete pre- and posttest scores on the ELE for 165 students in grades two through five. The mean gain was 0.8 N.C.E.s (s.d.=14.6), but only 55.2 percent of students showed a gain. (See Table 5.)

Project TIP did not meet its N.L.A. objective. Last year, the project did not provide the data necessary to evaluate the N.L.A objective.

LEP Participants' Academic Achievement

The OREA evaluation consultant visited a third grade bilingual mathematics class at P.S. 33 and a fourth grade science class at P.S. 85. At P.S. 33, the classroom had a library table with mathematics and science instructional texts in Spanish and English. The teacher was helping students prepare for the citywide mathematics test. Students received a sample test to complete on their own. The teacher provided individual assistance to students who needed help. The rest of

TABLE 5

Pretest/Posttest N.C.E. Differences on
El Examen de Lecture en Español (ELE), by Site and Grade

Site	Grade	Number of Students	Pretest		Posttest		Difference		Percentage showing gain	*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.		
P.S. 33	3	28	59.2	19.0	64.8	20.2	5.6	15.8	63.3	1.88
	4	23	44.5	19.9	48.0	22.9	3.5	13.1	69.6	1.29
	5	18	45.2	14.5	44.2	20.1	-0.9	10.9	44.4	-0.37
P.S. 85	2	2	35.0	1.4	23.5	4.9	-11.5	6.4	0	-2.56
	3	42	48.1	20.4	46.8	24.1	-1.2	19.1	47.6	-0.44
	4	24	54.9	24.4	53.6	21.8	-1.2	11.8	41.7	-0.55
	5	28	50.8	19.7	51.3	20.4	0.6	10.3	67.9	0.31
Total		165	50.5	20.4	51.3	22.7	0.8	14.6	55.2	0.69

- Overall, the gain shown between pretest and posttest was small and lacked statistical significance.

the time was spent reviewing the test with the whole class. Students became actively involved as they volunteered to provide answers to specific test items. At P.S. 85, the classroom was adequate in size for the 20 students present, although it was overheated. The classroom was well equipped and children's work was on display. The science lesson was on ways of classifying. The teacher asked the students to classify a group of ten students standing in front of the class by size, shape, color, etc. Students readily volunteered their classification schemes. They communicated with each other in Spanish but with the teacher in English, the language in which the lesson was presented.

The project's objective for the development of skills in mathematics and science was:

- By the end of the second project year, 70 percent of participating students will demonstrate improvement in mathematics and science as measured by final course grades.

In mathematics, less than 23 percent of the students received a passing grade. There were data for only three students in science classes at P.S. 33.

Project TIP did not meet its objective for mathematics and did not provide sufficient data for evaluation of improvement in science. Last year, the project did not provide the data necessary for the evaluation of this objective.

FORMER PARTICIPANTS' PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

No students were mainstreamed in the project's first year.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

Mainstreaming

One student was mainstreamed in the year under review.

Self-Concept

- By the end of the second project year, 70 percent of the participating students will demonstrate a gain in self-concept, as measured by a self-concept questionnaire.

Project TIP used the Piers Harris Children's Self-Concept scale (The Way I Feel About Myself).

At P.S. 33, 71 percent of the participating students showed a gain on the self-concept questionnaire. The project coordinator at P.S. 85 reported that less than 70 percent of the participating students showed a gain on the self-concept questionnaire.

The project partially met its objective for gain in self-concept.

Grade Retention

Project TIP did not propose any objectives for grade retention.

Five Project TIP students (1.3 percent) were retained in grade this year. Last year, two project students (0.7 percent) were retained in grade.

Attendance

Project TIP did not propose any objectives for attendance.

At P.S. 33, the attendance rate for participating students was 89.0 percent, compared to a schoolwide attendance rate of 86.7 percent. At P.S. 85, the attendance rate for participating students was 87.4 percent, compared to a schoolwide rate of 78 percent. In the previous year the project students' attendance rate was 90.8 percent.

Placement in Gifted and Talented Programs

One student was recommended for placement in a program for the gifted and talented. In the previous year, no students were recommended for such placement.

CASE HISTORY

A.R. came from Puerto Rico. When he entered the fifth grade in 1992, he was extremely shy and participated very little in class. He was recommended to Project TIP and received individual attention from the language development specialist and, was encouraged to visit the project's library. His performance in school improved dramatically, and he was among 30 winners of a reading contest. He has continued to make good progress in school and was selected to enter a bilingual gifted class in the sixth grade.

STAFF DEVELOPMENT OUTCOMES

The project proposed one objective for staff development.

- By the end of the second year, 65 percent of the teachers participating in the project will enroll and obtain credits toward a master's degree in bilingual education/E.S.L. at an institute of higher education as assessed by college transcripts.

The project provided tuition assistance to project teachers. During the 1992-93 school year, one of the 17 participating teachers (5.5 percent) completed six college credits. Last year, no staff members enrolled in graduate courses.

Project TIP did not meet its staff development objective. The project also failed to meet this objective in the previous year.

PARENTAL INVOLVEMENT OUTCOMES

Project TIP had one objective for parental involvement:

- By the end of the second year, 70 percent of the parents of LEP students participating in the project will increase their knowledge in areas covered in the parent training workshops as measured by a checklist and questionnaire developed by project and district staff.

The project offered a wide variety of activities on a weekly basis for parents of participating students. These included E.S.L. classes, crafts workshops, alcohol-education meetings, test preparation workshops, and field trips. The number of parents participating in these activities ranged from seven to 25. Parent workshops were offered in both Spanish and English. Topics included how to help children develop oral, reading, writing, and mathematics skills and test taking tips for parents. Parents participating in the project at P.S. 33 were offered four hours per week of remediation in mathematics.

At P.S. 85, participating parents who responded to the checklist and questionnaire reported a substantial increase in skills and knowledge in areas covered by the workshops. The parent questionnaire was not administered at P.S. 33. The project partially met its parental involvement objective for increased skill and knowledge. Last year, Project TIP did not meet its parent objective at either site.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

The project partially met its objectives for self-concept and parent involvement. It did not meet its objectives for E.S.L., N.L.A., the content areas of mathematics and science, and staff development. OREA was unable to measure the parent objective at P.S. 33 because of a lack of data. In the following year, the project director plans to place greater emphasis on intensive E.S.L. and N.L.A. instruction, peer tutoring, and after-school enrichment programming, particularly in science and mathematics.

Parents benefited from the broad array of activities that the project offered throughout the year.

MOST AND LEAST EFFECTIVE COMPONENTS

Project TIP was successful at developing the individual talents of students. Three works of art depicting the Incas of Peru by project students in the fifth grade at P.S. 33 were selected for the 6th Annual Juried Art and Essay Exhibition at the National Museum of the American Indian of the Smithsonian Institution. A reception was held at the museum to recognize these students' outstanding work. At P.S. 85 the project was highly successful in developing parents' English skills, and increasing their knowledge of the school system and education of their children.

Least effective was the instructional components. Participating students did not improve their academic performance, as was intended in the original project design.

RECOMMENDATIONS TO ENHANCE PROJECT EFFECTIVENESS

- Provide the data necessary for OREA to fully evaluate the project's objectives.
- Explore additional techniques to increase students' acquisition of skills in English, Spanish, science, and mathematics. Consider expanding the peer tutoring and after-school enrichment programs.
- Provide additional activities to improve the self-confidence and self-esteem of project students.
- Encourage staff to enroll in graduate-level courses.

APPENDIX A

Instructional Materials

Grade	Curriculum Area	Publisher/ Author	Title	Date of Publication
1-5	E.S.L.	Addison Wesley	Basic Englishl	1986
1-5	E.S.L.	Addison Wesley	Out of My House	1964
1-3	N.L.A.	Houghton Mifflin	Cindades	*
2-3	N.L.A.	Houghton Mifflin	Mares	*
4	N.L.A.	Cultural Centro America Madrid	Lengua Española	*
5	N.L.A.	Houghton Mifflin	Banderas	*
1-5	Mathematics	Silver Burdett	Matemáticas	1986
2-5	Mathematics	Board of Education	CIMS	1992
2	Science	Ginn	Ciencias Rey	1985
3	Science	Silver Burdett	Horizontes en Ciecias	1985
4	Science	Charles Merrill	Enfasis en La Ciencia	1969
5	Science	Charles Merrill	Enfasis en La Ciencia	1985
2	Social Studies	Macmillan	Mi Hogar y Mis Vecinos	1988
3	Social Studies	Silver Burdett	Comunidades de nuestro pais	1988
4	Social Studies	Steck-Vaugh	New York City Then and Now	1988

* Not provided by project

APPENDIX B

Class Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:05	Language Arts	Language Arts	Language Arts	Language Arts	Prep Mathematics
9:06-9:51	Reading	Prep (Dance)	Reading	Reading	Language Arts
9:50-10:38	Reading	Reading	Reading	Prep (Science)	Reading
10:40-11:25	Prep-mathematics	Mathematics	Mathematics	Mathematics	Mathematics
11:30-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:05	Science	Science	Social Studies	Social Studies	Linguistic Summary
1:07-1:52	Prep	Science	E.S.L	Social Studies	Art
1:55-2:35	E.S.L	E.S.L	Prep (computers)	E.S.L	Project Activities

APPENDIX C

BILINGUAL, MULTICULTURAL, AND EARLY CHILDHOOD EVALUATION
OFFICE OF RESEARCH, EVALUATION, AND ASSESSMENT
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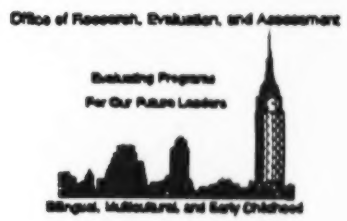
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Bilingual, Multicultural, and Early Childhood

PARENT QUESTIONNAIRE
1992-93

Program: **Transitional Intervention Project** | 1 | 1 | 2 | (1 2 3)

Instructions: Please complete the questions below with the number that reflect your opinion.

1. As a result of the parent meetings, how much did you learn about the topics covered?

   did not improve at all |__|__|__|__|__| improved a lot (1 2 3 4 5) ☐ 4

2. As a result of the program, how much did your skills improve?

   Did not improve at all |__|__|__|__|__| A great deal (1 2 3 4 5) ☐ 5

3. As a result of the program, have you increased your skills in any of the following areas? Check all that are appropriate.

   Spanish as a Second Language ☐ 6

   English ☐ 7

   Curriculum issues ☐ 8

   Computer use ☐ 9

   Parenting ☐ 10

Thank you very much for your assistance.

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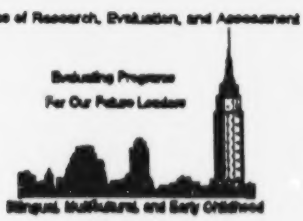
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CUESTIONARIO PARA PADRES
1992-93

Programa: **Transitional Intervention Project** 1 1 2 (11 12 13)

Instrucciones:	Por favor complete las siguientes preguntas con los números que mejor representen su opinión.

1. ¿Cuánto aprendió usted sobre los temas presentados en las reuniones para padres?

   No aprendí nada |__|__|__|__|__| Aprendí mucho
   1 2 3 4 5 ☐ 14

2. ¿Cuánto aumentaron sus destrezas acerca de los temas presentados en las reuniones para padres.

   No aumentaron nada |__|__|__|__|__| Aumentaron mucho
   1 2 3 4 5 ☐ 15

3. Después de participar en las actividades que ofreció este programa, ¿En cuál(es) de las siguientes áreas aumentó usted su conocimiento?

   Inglés como segundo idioma (E.S.L.) ☐ 16

   Español ☐ 17

   Curriculum escolar ☐ 18

   Uso de computadoras ☐ 19

   Crianza de sus hijos ☐ 20

Muchas gracias por su ayuda.